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ABSTRACT

The case study analysis system was designed to increase student analytical skills while focusing on social conflict situations. The analysis system is a systematic means of identifying, classifying, and clarifying factors found in social conflict situations. Students are also expected to gain insights into forces that change social structures. Through case study students become aware of unfamiliar as well as creative solutions to threatening and dangerous conflict predicaments. Students who complete case study conflict analyses should be more sensitive to alternative conflict solutions, and perhaps more skillful at handling social conflict dilemmas. Suggestions are given to teachers for applying the system in the classroom as illustrated in an example. Suggestions are also provided for developing case study materials. (Author/JH)

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PREPARING TODAY'S STUDENTS FOR TOMORROW'S SOCIAL CONFLICTS:

A SYSTEMS APPROACH

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Through the millennium, social conflict has consumed man's time and energy. Modern societies expend more resources today than ever before to clarify and resolve real and potential conflict situations. Our attention to social conflict ranges from war between states to violence on the school grounds. The realities of the times are that our children not only face the interpersonal social difficulties that occur as a result of peer relationships, but they also share an adult's concern for national and world conditions. Because of these realities, what is needed in today's social studies programs are effective techniques for teaching students how to analyze the handling of social conflict.

If students need experience and training in clarification and analysis of social conflict situations, then teachers must have at their disposal workable models which aid them in the development of these teaching goals. Perhaps with this training students will be better prepared for citizenship in an ever-changing, dangerous and unpredictable world.

At present, classrooms in most schools contain social studies materials that could be used in social conflict analysis. Ideally, students should gain experience from the analysis of both contemporary problems and historical issues. Materials containing social conflict incidences from non-western cultures would give students insights into unique ways of settling social conflict situations. In addition, current event items receiving national and local attention may be especially suitable for analysis.

The Systems Approach

The systems approach to analyzing social conflict proposed in this paper is called the Social Conflict Analysis System (SCAS). It was designed as an aid to teachers who are interested in preparing students for social conflict study. The Social Conflict Analysis System was designed on the basis of the following guidelines.

1. The analysis system should be applicable to the social science/social studies disciplines.
2. The analysis system should contain a classification system whereby the essential elements of a conflict incident could be identified.
3. The analysis system should be fairly simple and easy to work, while allowing for the analysis of relatively complex social situations.
4. The analysis system should contain procedures whereby alternative choices not selected in settling the incident may be evaluated by students.
5. Finally, as part of the exercise, students should be allowed the opportunity to experiment with divergent alternatives of conflict resolutions not included in the actual conflict incident, and apply what was learned to other situations.

General Procedures for the SCAS

Once a social conflict incident or case study has been selected for analysis, students begin by reading background material or case study material. An efficient way to proceed may be to follow the steps listed below.

1. Each student or small group of students is assigned a subject (the subject is directly involved in the conflict and may be a person, tribe, nation, or block of nations).

2. In order to use the analysis system, students must become familiar with it. Students should review the terminology contained within the system. Hopefully, teachers will find that the analysis system also provides a helpful means for clarifying these important concepts.

3. Once the students have read the case study or incident, they are ready to use the Social Conflict Analysis System. Students must first classify the conflict incident according to its Scope of Involvement (i.e., Does the conflict incident involve intragroup or intergroup involvement?). Once this decision is made the student follows the arrows in order to decide which classifications are appropriate to the incident.

4. The most important point in the exercise occurs when the student reviews the choices that were available from the actual incident.

5. The selection of the Critical Decision from among the choices is made on the basis of what actually happened in the actual incident. The Critical Decision is then studied in terms of its consequences. The Critical Decision is important because

it sets in motion other events that may have important consequences for the existing social structures of those involved in the incident. Students should realize that a single decision in a social conflict situation may activate a whole series of events that have the potential for changing social institutions.

6. The study of outcomes is next. The student should now be prepared to study the outcomes that resulted because of the Critical Decision. Students should consider the soundness of the decision in light of the alternative choices that were available.

7. Once the analysis is completed the student may be encouraged to propose other choices that were not included in the Alternatives Available for Conflict Resolution and then examine their proposals in terms of outcomes.

The analysis system provides a means whereby the student can also evaluate the influence of intergroup conflict on intragroup relations and conversely the influence of intragroup conflict on intergroup relations. Upon completion of the analysis the student should be able to apply what was learned to other conflict situations. During the exercise the teacher's role is to clarify and correct false assumptions that may surface during the analytical process. Once the students become acquainted with this type of analysis they should be able to apply its concepts to other situations.

Testing the System

As an example, the following case will be seen to contain most of the essential information required for the analysis system. The reader may wish to use the case study as a means of trying out the analysis system.

A Case Study--The Hopi

A selection, p29-30, from The Hopi Way by Laura Thompson and Alice Joseph, published in New York by Russell and Russell, 1944, has been removed to conform with copyright laws.

The selection deals with intragroup disagreement resulting from interference from the U. S. Government in the Hopi way of life. The conflict between Hopi who were friendly to the Government and Hopi who were hostile was settled by a pushing contest. The "hostiles" forfeited their home in the Pueblo when they lost the contest. Eventually they were also scattered from the new pueblo they established eight miles from the old one, this time directly by the U. S. Government.

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An Example of Analysis--The Orabi Hopi (Hostiles)

For illustrative purposes an analysis of the case study described above is developed. The choices and decisions made throughout this analysis are debatable, but its usefulness here is demonstrative. It is assumed that the "Hostile" group was assigned for analysis. The following is a step-by-step review of the analysis system with a case study.

1. Focus of Analysis (Subject). The Orabi Hopi "Hostiles" were assigned, and their name was entered in the block space at the top, or beginning, of the system.

2. Scope of Involvement. The analyst must next decide if the conflict situation was intergroup, intragroup, or in some cases, both. It was determined that both types of conflict (intergroup and intragroup) existed in this case. The adversaries of the "Hostiles" were both the Orabi Hopi "Friendlies" (intragroup) and the U. S. Government (intergroup). For this situation both intragroup and intergroup procedures are needed.

3. Sources of Internal Conflict. The causes of the

intragroup conflict are both political and philosophic causes (students should be asked to justify the causes that they have identified), while the intergroup causes of conflict were territorial, political, and social (there may have been some religious and racial implications).

4. Level of Social Involvement. The conflict with the U. S. Government was considered national (that is, the Hopi "nation" against the U. S. Government), while the conflict between Hopi groups included the majority of the residents of the Orabi village.

5. Choices Available for Conflict Resolution. The intragroup conflict choices may include: submission to the opposition (or "Friendlies"), an internal struggle to win control of the pueblo (violate tradition), migration to another land, or a contest which would require the losing side to leave the pueblo. The "Hostiles" also faced some alternative choices in dealing with the U. S. Government. Their choices might include: violent resistance to government intervention (this might unite both factions within the pueblo), migration to Mexico, or moving to another village away from the control of government agents.

6. Critical Decision. The "Hostiles" decided to settle their differences with the "Friendlies" by participating in a contest that would expel the losing side. This decision also determined the way in which they would handle their differences with the U. S. Government.

7. Immediate Consequence of the Critical Decision. Because the "Hostiles" lost the contest they were expelled from the

pueblo, and they subsequently were subjugated and scattered by the U. S. Government. They no longer constituted a unified force.

8. Basic Changes in Social Structure. The combination of results that followed the critical decision resulted in the complete destruction of the "Hostiles" society. It should be noted that the institutional changes for the "Friendlies" were not as severe, but they were radical changes.

The analyst should now be in a position to analyze the results of the critical decision in terms of its effects on the institutions of the "Hostiles", if other actions had been taken. In addition, the analyst should be able to reflect on the outcomes of other choices not mentioned in the case study. Students may also be interested in considering choices, decisions and outcomes on the basis of moral and ethical implications. For instance, if the ethical decision leads to a detrimental outcome should the expedient decision be made.

Developing Materials for Analysis

Developing case study materials for analysis should be a relatively easy task. Listed below are some guidelines that may be helpful when it comes to selecting content material. In general, the content should:

1. Describe an incident involving conflict. The level of social conflict may range from interpersonal conflict to conflict involving national alliances.

2. Contain adequate background information about the events that led up to the conflict.

3. Include information on the customs, technical development, and cultural orientation of the subjects involved in the conflict.

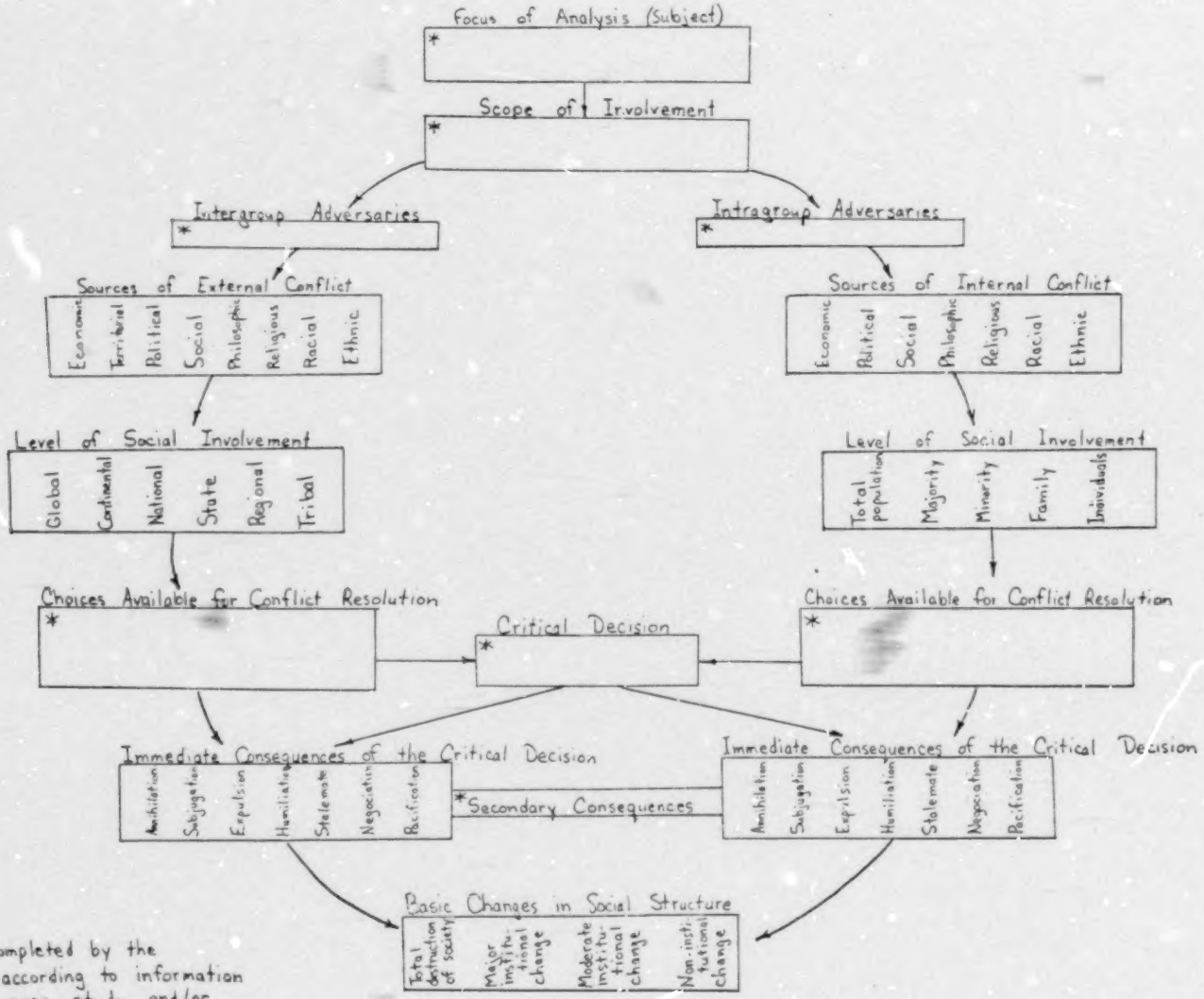
4. Provide information on choices, decisions and outcomes of the social conflict situation.

Most textbooks, journals, newspapers, and popular magazines contain content that is suitable for analysis. School library sources will also contain descriptions of events that could be analyzed.

Conclusion

The case study analysis system was designed to increase student analytical skills while focusing on social conflict situations. The analysis system is a systematic means of identifying, classifying and clarifying factors found in social conflict situations. Students are also expected to gain insights into forces that change social structures. Through case study students become aware of unfamiliar as well as the creative solutions to threatening and dangerous conflict predicaments. Students who complete case study conflict analyses should be more sensitive to alternative conflict solutions, and perhaps more skillful at handling social conflict dilemmas.

Social Conflict Analysis System



* to be completed by the analyst according to information in the case study and/or supplementary material